INTRODUCING THE ADVANCED CURRICULUM

TOOLS, STRATEGIES AND RESOURCES

**FINAL SESSIONS: ARACHNE**

**Ingeborg Beyer de Martín**

**DNI: 05230851-F**

**Collado Mediano, February 2012**

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14. **CLASS PROFILE AND TEACHING CONTEXT**

I am teaching in Collado Mediano in the mountain range of Guadarrama, at about 60 km from Madrid. My school is a section of the high school in Collado Villalba, called “Las Canteras”. It is very small and comprises 198 students.

The lesson plan is organized for First Year Compulsory Secondary Education, which means that my students are between 12 and 13 years old. There are no immigrants in class, and the 18 students know each other from Primary School. The socioeconomic level is that of middle class. There are 12 female and only 6 male students.

My students come from a Bilingual Primary School that has been focusing on literature in both English and Spanish language. Most of them have already participated in a student exchange with a Primary School in Oxford which motivates them to go on studying English. At the same time, they all have picked up French as a Second Foreign Language. Generally speaking, their intellectual level is quite high.

Following the guidelines for the Advanced Curriculum, I will explore with my students the Greek myth **ARACHNE** in an abridged version which perfectly fits into the historical timeframe as my students are studying ancient civilizations in ESO.

1. **OBJECTIVES**
2. To read and understand a text about mythical creatures (objective 3)
3. To recognize its formal characteristics (objective 7)
4. To infer definitions and interpret different historical and cultural contexts (objective 8)
5. To value the English language as a means of communication by creating a new script for a Video about Arachne and act it out (objective 13)
6. To use different learning strategies, especially ICT, to obtain and select information (objective 11)

Basic Level Reading and Writing Skills

1. **All** students will understand the text and identify the main characters
2. **All** students will understand the different parts of a myth
3. **All** students will understand the key words an d be able to write a short summary using those words

High level Reading and Writing Skills

1. **Most** students will interpret the story of Arachne at a deeper level
2. **Most** students will understand how rhetorical features create a specific effect and use them in their summary
3. **Most** students will be able to compare Arachne to Athenas and find out what they have (don’t have) in common
4. **Some** of my students will understand the use of publicity to sell certain products.
5. **CONTENT**

Listening and Speaking / Reading and Writing

1. To understand general and specific information in different types of texts and to relate them to cross curricular subjects (Reading and Writing, no 1)
2. To identify the main ideas and conclusions in texts which deal with themes that students can relate to (Reading and Writing, no. 6)
3. To participate in role plays while working in groups (Listening and Speaking, no 5)
4. To prepare and give oral presentations (Listening and Speaking, no 10)
5. To create their own dialogues about a play (Reading and Writing, no. 7)
6. To show awareness of a literary text as a source of information and a way to communicate experiences and one’s own knowledge (Reading and Writing, 10)

Knowledge of the Language

1. To recognize and reproduce basis patterns of rhythm, intonation and stress on words and phrases (no 1)
2. To pronounce phonemes which are especially difficult for Spanish learners.

Socio-cultural Aspects and Awareness of Intercultural Aspect

1. To recognize and value the English language as a tool of communication in the classroom and with people from English speaking countries (no 1)

Literary Education

1. An introduction to the literary genres via the recommended reading of the aforementioned myth and analysis of the most characteristic features (no 1)

2. To show interest in poetry and be aware of some of its most characteristic features (no 3).

3. To prepare oral and written summaries of a plot from a myth and to express personal opinions regarding that plot.

1. **SELF EVALUATION ON THE LEARNING PROCESS**
2. To apply basic strategies to organize, acquire, remember and use lexemes (no 1)
3. To begin to use self-evaluation strategies (no 3)
4. To accept errors as part of the learning process and acquiring a positive attitude when faced with errors (no 5)
5. Active participation in group activities and work (no 8)
6. **EVALUATION CRITERIA (see the exam worksheet no 6)**
7. To express oneself orally (no 2)
8. To write on a theatre play and to use different cohesive features (no 4)
9. To identify and use basic learning strategies and to induce the rules of the use of English (no 6)
10. To use, with guidance, ICT to find and select information in literary texts (no 7)
11. To know and understand the main formal structures of some of the literary genres (no 9)
12. To express an opinion on one’s own reading and group readings on a literary work and to be able to relate the content to one’s own life (no 10)

In order to achieve these goals, my students need to know tools to properly perform:

1. Knowledge about higher-order processing, such as making moral judgements or create something new
2. develop thinking skills and criteria about when to use appropriate procedures
3. self-knowledge
4. Phonetics and its progression
5. Awareness of Greek loanwords and in general language of describing, explaining and defining
6. **LEARNING STRATEGIES**
7. As they have to recall the vocabulary learnt during the lesson, they have to use a notebook where they create “spider maps” to foster mnemonics, learning words in context (learning to learn).
8. Students will use cooperative thinking strategies as they are grouped in 3 or 4 with “secretaries” who will change group from time to time in order to learn how to deal with diverse personalities. At the same time they will negotiate meaning as they have to discuss topics together.
9. Relaxation strategies will lower students’ tension.
10. Students will undergo a “test of positive attitude” to help them plan ahead, being alert, having faith and willingness to take immediate action.
11. **LEARNING STYLES**
12. The visual learners will express themselves through pictures. They are creative thinkers using lists to organize thoughts and to learn information.
13. The auditory/musical learners will learn best through listening to music, notice rhythms as well as solving problems through talking and discussions
14. The kinaesthetic learners will need to keep active, enjoy crafts, use body language to express themselves.
15. The tactile learners will write and draw as memory aids as well as learning in projects, touching things helps them learn.

In other words, we deal with left-brain and right-brain dominated students that tend to be objective and who process information in a linear way (left-brain) or who process information in a holistic way being intuitive and sometimes subjective.

1. **CROSS CURRICULAR SUBJECTS**

The theme of my unit plan is Arachne which perfectly meets with my students’ needs. It is a nice way to introduce students to Greek mythology and to recognize Greek loanwords in contemporary society.

They will reflect on the growing use of such terms in publicity and recognize that this myth, as everything we read, may have a close reference to other subjects:

1. **Fine Arts**: “The Spinners”, by Velázquez, closely related to the Arachne myth and its topic concerning genuine work vs copies.
2. We will establish a connection to **Poetry**, one of the other genres in literature, to “The Bat” by T. Roethke, a poem that helps students learn rhythm and figurative language, as well as turning down misunderstandings about bats, animals that are clearly related to **Natural Science**.
3. We will also establish a connection to **Theatre** and listen to as well as rewrite the script other students used to perform Arachne as well as doing a video of our own.
4. We will also relate the text to **Geography and History**. Within “social organization” I will compare “beauty tips” of Ancient Greece with beauty tips of nowadays which my students, especially the girls, will love to learn.
5. With regard to **Music** and after having talked to the music teacher, I would like to have a session in the music room comparing traditional dances of Greece and Spain, such as “Sirtaki” and “Tango-Flamenco” (Youtube).
6. **MATERIALS**
7. **“Myths And Legends”, 2002, Burlington, abridged version**
8. **For higher levels: “A wonderful weaver” by James Baldwin**
9. **Internet** [**www.youtube.com/watch**](http://www.youtube.com/watch)**: go to “Arachne and Athena: A Greek Myth” (2009), 4’37’’**
10. **Internet** [**www.edsitement.neh.gov/lesson-plan**](http://www.edsitement.neh.gov/lesson-plan) **(2009)**
11. [**www.factmonster.com**](http://www.factmonster.com)

**Analysis of these materials**

1. *Language*

Written in a simple way. The dialogues are combined with narrative in past simple. There is a clear structure of a myth: plot, characters, outcome and a moral. Students need worksheets for academic language. Humorous and figurative language.

1. *Learning*

Learning occurs through the title, the cover page, colours, drawings (metacognitive learning), through interaction to overcome difficulties (affective learning). Students will predict the content scanning for specific information, guessing meaning of words (R & W strategies). There are different accents in the Arachne-video, therefore there is diversity. To work with classmates on the script and elaborate a new one by planning and sequencing means to foster cooperation.

1. *Content*

Introduction of the topic, famous Greek gods, oracy and literacy through definitions, summaries and vertical reading. Predictions. Cross curricular subjects. Video script presentation makes students add dialogues and characters, changing the end. There is a close relation to Greek mythology and mythology in general, i.e. the creation of the world. There are Greek loanwords related to publicity, therefore one has to apply key words to different contexts. Connection to consumerism and publicity.

1. *Engagement*

As it is a very short story they get engaged easily as the text is not too demanding. The drawing of the cover page may especially attract girls (pink colors, fairies that look like a Barbie). Easily to compare with universal mythology. There is also engagement through competition with other students, creating a more interesting video. Computer games at their homes are about fights between good and evil, similar to the myth and the video. “Special effects” engage in discussions. Besides, students learn why they buy “Nikes”, use “Amazon” or use an “Atlas”. Why do we use the word “web”?

1. *Authenticity*

It deals with the consequences of unwise behavior, therefore it is a relevant situation to them. Maybe they have seen weavers at home, especially in small villages, if not at least on the Internet pages given to them. Pride and jealousy are also topics related to their age.

The video brings the real world into the classroom (gym, outfits, language, actors).

Different graphic organizers will help students incorporate the CLIL elements: content, cognition, culture and communication.

1. **SESSIONS**

**Session 1: groups of 4**

**PRE-READING (Computer Room)**

1. Introducing the topic: how were clothes made in former times? (animal skin, fur, leaves, leather…… and your grandparents, how did they manage to make clothes?) – **5’**
2. Vocabulary: explaining vocabulary by means of a picture: weaver – longitudinal threds – loom(s) – warp – weft – heddles – shuttle – reed – shedding/picking- nymphs- **5’**
3. Go to the following web sites and use the vocabulary from above to describe the pictures you see **10’**
4. [www.pirineodigital.com](http://www.pirineodigital.com)
5. www.wikipedia.org/wiki/loom
6. [www.loc.gov/](http://www.loc.gov/) (Library of Congress, Washington)
7. The text we are going to read is about “Arachne” and her weaving competition with Athenas. Before we read the text, let’s try a definition about “myth”. Recall some famous myths (Prometheus, Daedalus and Icarus, Orpheus, Antigone, Adam and Eve, The Unicorn, etc.) When did they live, where, what do they tell us? Therefore:
8. Complete the text with the words given in the box - **5’**

|  |
| --- |
| Animals, show, long ago, sun, world, answers, today, behaved, wise man, creation, all over, moon, why, place, questions, told |

…(1), when people had …(2) about the …(3) and didn’t know the …(4), they went to ask the …(5) of their village. The wise man had to give some kind of answer to the people to …(6) that he was wise, so he …(7) them stories to answer their questions. Sometimes these stories were about the …(8) , the moon and the …(9) and sometimes they were about plants and …(10). Other stories were ab out the …(11) of the earth, mountains and rivers. l Sometimes, the stories explained …,(12) people …(13) the way they did. These stories helped people understand the world and their …(14) in it. These myths and legends come from …(15) the world and we still enjoy them …(16).

1. Read this text again and in your own words try to give a definition of “myth”. **5’**
2. One student of each group (the secretary) “dictates” the definition to his/her classmates which is as follows: - **10’**

A KIND OF STORY OR RUDIMENTARY NARRATIVE SEQUENCE, NORMALLY TRADITIONAL AND ANONYMOUS, THROUGH WHICH A GIVEN CULTURE RATIFIES ITS SOCIAL CUSTOMS OR ACCOUNTS FOR THE ORIGINS OF HUMAN AND NATURAL PHENOMENA, USUALLY IN SUPERNATURAL OR BOLDLY IMAGINATIVE TERMS.

Homework

Read the worksheet about “concepts and explanations” and underline the key words. Then

the exercise you did before? (worksheet 4 )

**SESSION 2**

**DURING READING**

Cohesion of texts – **20’**

1. Inge reads aloud miming difficult words.
2. The text is cut into sentence strips and students rearrange them to form a coherent piece of literature thus practicing cohesion of texts
3. Each group reads the text while answering the questionnaire – worksheet 1

Vocabulary exercise (practice in dictionary use) – **5’**

1. Inge writes the difficult words on the board (shepherd, weaver, nymphs, looms, warp, shuttle, jealous, competition etc.)
2. One student thinks of one of these words, for example “looms” . The rest of the students ask him/her: “is it shepherd?” He/she answers: no, it is earlier in the alphabet. “Is it arms?” – No, it’s later. “Is it length?” – It’s the same letter but the second letter is later in the alphabet etc. Each group has 4 guess.

**AFTER READING**

1. Students draw a chart that shows the tension between both protagonists. **– 10’**
2. INTERNET RESEARCH ABOUT MYTHOLOGICAL NAMES AND THEIR USE NOWADAYS – **rest of the time and at home**

|  |  |  |  |
| --- | --- | --- | --- |
| **Term from mythology** | **Use today** | **About the mythological character** | **Why does the term fit?** |
| Styx |  | River in Greek mythology that formed the boundary between Earth and the Underworld and means hate/detestation |  |
| Atlas |  | A Titan condemned to support the sky on his shoulders |  |
| Nike |  | Goddess of victory |  |
| Odyssey |  | Voyage |  |
| Titans  **Arachnids** |  | Race of powerful deities, descendents of Gaia and Uranus |  |

**SESSION NO 3**

1. Students read out their research
2. Why are the trainers called Nike? What do some families need an “Ulisses” for?
3. Teacher explains what a “loanword” is: here words borrowed from Greek and incorporated into the English language.
4. Students complete definitions. There are 4 which they do not need. (a-d = 20’) **(worksheet 5)**

|  |
| --- |
| Democracy – biology – calligraphy – cardiology – **arachnophobia** – dialogue – parasite – skeleton – academia |

.

1. The environment or community concerned with the pursuit of research, education, and scholarship:
2. A conversation between two or more people or groups, especially one directed towards exploration of a particular subject or resolution of a problem:
3. A system of government by the whole population or all the eligible members of a state, typically through elected representatives:
4. Extreme or irrational fear of spiders:
5. An organism which lives in or on another organism and benefits by deriving nutrients at the other’s expense. Also: a person who habitually relies on or exploits others and gives nothing in return.
6. The branch of medicine that deals with diseases and abnormalities of the heart.
7. Resting four definitions
8. In small groups try to find the remaining definitions using a dictionary if necessary.
9. Phonetic exercise: -ed suffixes – **15’**
10. Students are not yet familiar with the different pronunciation of –ed suffixes and will therefore complete this exercise.
11. Underline the regular verbs in past tense from the text (lived, called, talked, watched, invited, frightened, surprised, changed, started, appeared, looked, stopped, hanged ).
12. Match the verbs to the columns according to their pronunciation:

|  |  |  |
| --- | --- | --- |
| /D/ | /ID/ | /T/ |
|  |  |  |
|  |  |  |

1. In groups find the rules about the pronunciation of the –ed endings of regular verbs and then check with the whole groupsw.
2. Think of other verbs you know (describe, absorb, grab, wash, try, agree, blame, happen …)
3. Make sentences with these verbs and read them aloud.

**WRITING EXAM, see worksheet**

As mentioned before, Arachne will serve my class to read “The Bat” by T. Roethke and practice “in situ” metaphors.

1. **INTERNET RESEARCH: Poetry and Natural Science**

Given the characteristics of a bat, fill in the table above

|  |  |
| --- | --- |
| **Characteristics** | **Description** |
| Size | (small with wings) |
| Mammal | (yes) |
| Forelimbs have….. therefore it can fly | (wings-cartilage in fingers that form wings) |
| Food it eats | Insects, fruit, frogs, fish and blood from other animals (vampire) |
| Day/night? | (Night) |
| Hibernation/Adaptation/Migration? | (Hibernates during 6 months) |
| Habitats have 2 basic requirements | Roosts and place for foraging |
| Other animals that hibernate | Badges, hamsters, marmots, skunks… |
| Vital ecological roles | Pollinating flowers and dispersing fruit seeds |

Students read out their findings. **For homework** they write a description of a bat.

**The Bat by T. Roethke**

“By day the bat is cousin to the mouse

He likes the attic of an aging house.

His fingers make a hat about his head.

His pulse beat is so slow we think him dead.

He loops in crazy figures half the night

Among the trees that face the corner light.

But when he brushes up against a screen,

We are afraid of what our eyes have seen.”

For something is amiss or out of place

When mice with wings can wear a human face”.

**READING**

1. Inge reads the poem twice and mimes difficult words, such as” loops” while a student draws their meanings on the board.
2. Students mingle around in class and Inge gives instructions for them to pantomime the scenarios:
3. “his fingers make a hat about his head”
4. He flies in crazy loops
5. His pulse-beat is very slow
6. The bat brushes up against a window
7. People are afraid of bats.

**ACTING OUT RHYTHM AND RHYME**

1. Students get together in 5 groups.
2. Each group reads one stanza on its own, then in chorus, trying to get the rhythm well
3. Each group then knocks the rhythm on the table until each member does it in unison.
4. One student will be the “conductor” of the orchestra”. Simultaneously, each group knocks the rhythm of his stanza while declaiming it.

1. **MEDIATION IN BILINGUAL CLASSROOMS (I don’t remember the title of the book where I got this information from – sorry)**

Although a preferable way of using mediation is to video the lesson, I will distribute a copy to the students and ask them to complete the mediation questionnaire at home, anonomously of course.

**Significance**

* Did you find some personal value in the task?
* Was there any evidence?

**Feeling of competence**

How did the teacher help you to foster a positive self-image and a feeling of confidence?

* By providing a secure environment
* By valuing all responses from the learners
* By encouraging learners to take risks, such as guessing unfamiliar vocabulary, etc.
* By praising appropriately
* By helping learners to learn from their errors
* Other ways:

**Control**

Did the teacher encourage you:

* To plan your work?
* Not to be impulsive?
* To think before answering?
* To check your own work?
* Others:

**Cooperation**

How did the teacher encourage you:

* To help each other?
* To listen to each other?
* To respect the feelings of others?
* To work together?

**Individuality**

Did the teacher select tasks which

* Enabled each of you to express yourselves?
* Provided opportunities for all the learners to contribute? How did the teacher encourage individuality?
* In what way did the teacher show you how to set your own goals?

**Awareness of change**

Did the teacher set tasks which allowed you to

* Make self-assessments?
* Monitor your progress?
* Review your work?
* Review the strategies that you used?

1. **Test yourself on the ‘positive attitude’ checklist (Yes/No)**
2. Inge presents the checklist
3. Students complete it.
4. A student does the survey on the board with the percentage of each question.
5. Discussion: the importance of having a goal in life.
   1. Do you believe in yourself?
   2. Do you want to improve?
   3. Do you have goals?
   4. Do you have a plan to achieve your aims?
   5. Are you willing to change?
   6. Are you always on time?
   7. Are you patient?
   8. Are you a good listener?
   9. Are you willing to make mistakes?

10.) Do you enjoy life?

**WORKSHEETS 1 to 8**

**Worksheet no 1**

**NAME: DATE**

**Story Map: Please write your notes in each section while reading the myth.**

|  |
| --- |
| Setting:  Where:  When: |

|  |
| --- |
| Major Characters:  Minor Characters: |

|  |
| --- |
| Plot / Problem: |

|  |  |  |
| --- | --- | --- |
| Event 1 | Event 2 | Event 3 |

|  |
| --- |
| **The Outcome** |

**Worksheet no. 2**

**Filling in gaps in order to define ‘myth’**

|  |
| --- |
| Animals, show, long ago, sun, world , answers, today, behaved, wise man, creation, all over, moon, why, place, questions, told |

…(1) , when people had …(2) about the …(3) and didn’t know the …(4), they went to ask the ..(5) of their village. The wise man had to give some kind of answer to the people to …(6) that he was wise, so he …(7) them stories to answer their questions Sometimes these stories were about the …(8), the moon and the …(9) and sometimes they were about plants and …(10). Other stories were about the …(11) of the earth, mountains and rivers. Sometimes, the stories explained …(12) people …(13) the way they did. These stories helped people understand the world and their …(14) in it. These myths and legends come from …(15) the world and we still enjoy them …(16).

**Definition:** A traditional, typically ancient story dealing with supernatural beings, ancestors, or heroes that serves as a fundamental type in the worldview of a people, as by explaining aspects of the natural world or delineating the

**Worksheet no. 3**

**Internet research** about famous mythological names and their use nowadays: small

groups

|  |  |  |  |
| --- | --- | --- | --- |
| **Term from mythology** | **Use today** | **About the mythological carácter** | **Why does the term fit?** |
| 1. Styx |  | River in Greek mythology that formed the boundary between Earth and the Underworld and means hate/detestation |  |
| 2. Atlas |  | Titan condemned to support the sky on his shoulders |  |
| 3. Nike |  | Goddess of victory |  |
| 4. Odyssey |  | Voyage |  |
| 1. Titans   **Arachnids** |  | Race of powerful deities, descendents of Gaia and Uranus |  |

**Worksheet no. 4 (Coyle, Hood, Marsh, “CLIL”, Cambridge (2010), page 103)**

|  |  |
| --- | --- |
| **Concepts** | **Explanations** |
| 1. What is a myth? | A story about gods and other supernatural beings and how they made or shaped the world and humanity. The events happened in a very remote past. Myths are a part of religion and they give an explanation of the world from a moral point of view. They are also metaphorical. They do not try to explain the world in a logical or scientific way, but through imagination. However, we can still use myths to understand and explore culture: its viewpoints, activities and beliefs. |
| 1. Who made up myths? | They are very old stories. They are anonymous. People told these stories over the years and this is why we have many versions of them. Sometimes these stories –or parts of them- were written down and now we can enjoy them. |
| 1. Where does the word ‘myth’ come from? | The word **myth** comes from the Greek word ‘mythos’ and means ‘word, story’. It reveals the oral origin of these stories. |
| 1. What is mythology? | It comes from ‘mythos’ and ‘logos’, i.e. story and word, collection of stories/myths and study of the myths |
| 1. Why classical mythology? Famous examples of Greek myths. | The body of myths of ancient Greece (and Rome). We are going to study one of them because of its importance and influence on European culture, i.e. art, literature, music, science, language….even on everyday products and advertising. |

**Worksheet no. 5**

**Greek Loanwords**

|  |
| --- |
| Democracy – dolphin – biology – calligraphy – cardiology – **arachnophobia** – dialogue – parasite – skeleton- academia |

1. The environment or community concerned with the pursuit of research, education, and scholarship.

2. A conversation between two or more people or groups, especially one directed towards exploration of a particular subject or resolution of a problem.

3. A system of government by the whole population or all the eligible members of a state, typically through elected representatives.

4. Extreme or irrational fear of spiders.

5. An organism which lives in or on another organism and benefits by deriving nutrients at the other’s expense. Also: a person who habitually relies on or exploits others and gives nothing in return.

6. An internal or external framework of bone, cartilage, or other rigid material supporting or containing the body of an animal or plant.

7. The study of living organisms, divided into many specialized fields that cover their morphology, physiology, anatomy, behavior, origin, and distribution.

8. A small gregarious toothed whale which typically has a beak-like snout and a curved fin on the back.

9. The art of producing decorative handwriting or lettering with a pen or brush.

10.The branch of medicine that deals with diseases and abnormalities of the heart.

**Worksheet 6**

**READING EXAM (10 marks)**

1. Identify the setting of the story and write a possible physical description of the protagonists (2 marks)
2. In 10 sentences summarize the myth of Arachne (2 marks)
3. Athenas comes back to Mount Olympus. Retell the conversation she has with Zeus about what happened earlier that day (1,5 marks)
4. Compare both characters. Do they have something in common? (1,5 marks)
5. Does the myth successfully explain when and how weaving was invented? Does it explain what we should do when talking to a person who is older and more experienced in life than we are? (1,5 marks)
6. Create a different end for this myth. (1,5 marks)

**Worksheet no. 6**

|  |  |
| --- | --- |
| **Characteristics** | Description |
| Size | Small with wings |
| Mammal? | Yes |
| Forelimbs have….therefore it can fly | Wings- cartilage in fingers that form wings |
| Food it eats | Insects, fruit, frogs, fish and blood from other animals (Vampire) |
| Day/Night? | Night |
| Hibernation/Adaptation/migration? | Hibernates during 6 months |
| Habitats have 2 basic requirements | Roosts and place for foraging |
| Other animals that hibernate | Badges, hamsters, marmots, skunks |
| Vital ecological roles | Pollinating flowers and dispersing fruit seeds |

**SELF EVALUATION**

**Worksheet no 7**

|  |  |  |  |
| --- | --- | --- | --- |
| **CEF Level. B1**  I can search one long or several short texts to locate specific information I need to help me complete the task  I can recognize significant points in straightforward texts on the Internet on familiar subjects  I can recognize the general line of argument in a text but not necessarily in detail.  I can understand the description of events, feelings and wishes in literary texts.  I can recognize and employ literary devices to make my writing more interesting  I have a sufficient range of language to describe unpredictable situations, explain the main points in an idea with reasonable precision and express thoughts on abstract or cultural topics such as myths  I can summarize texts for somebody else and paraphrase short written passages in a simple fashion  I can take notes as a list of key points during a reading exercise.  I can collate short pieces of information from several sources and summarize them for somebody else. | **Very good at this** | **Good at this** | **Need to improve** |

**Worksheet no. 8**

**Teacher Evaluation[[1]](#footnote-1)**

I would also like to mention that it is extremely important for me to evaluate myself as a teacher, using the following questions.

Do I:

* Make instructions clear when I give a task to my students
* Tell my students why they are to do a particular activity
* Explain to my students how carrying out a learning activity will help them in the future
* Help all learners to develop a feeling of confidence in their ability to learn
* Teach students the strategies they need to learn effectively
* Help my learners to monitor changes in themselves
* Teach my students to work cooperatively
* Help my students develop as individuals
* Foster in my students a sense of belonging to a classroom community

1. Williams, M., ‘Psychology for Language Teachers’, C.U.P. (2005) [↑](#footnote-ref-1)